

CIRP's Diverse Learning  
Environments Survey:  
Campus Climate in  
California and Beyond

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# Two Dimensions of HERI

Grant-  
Funded  
Research

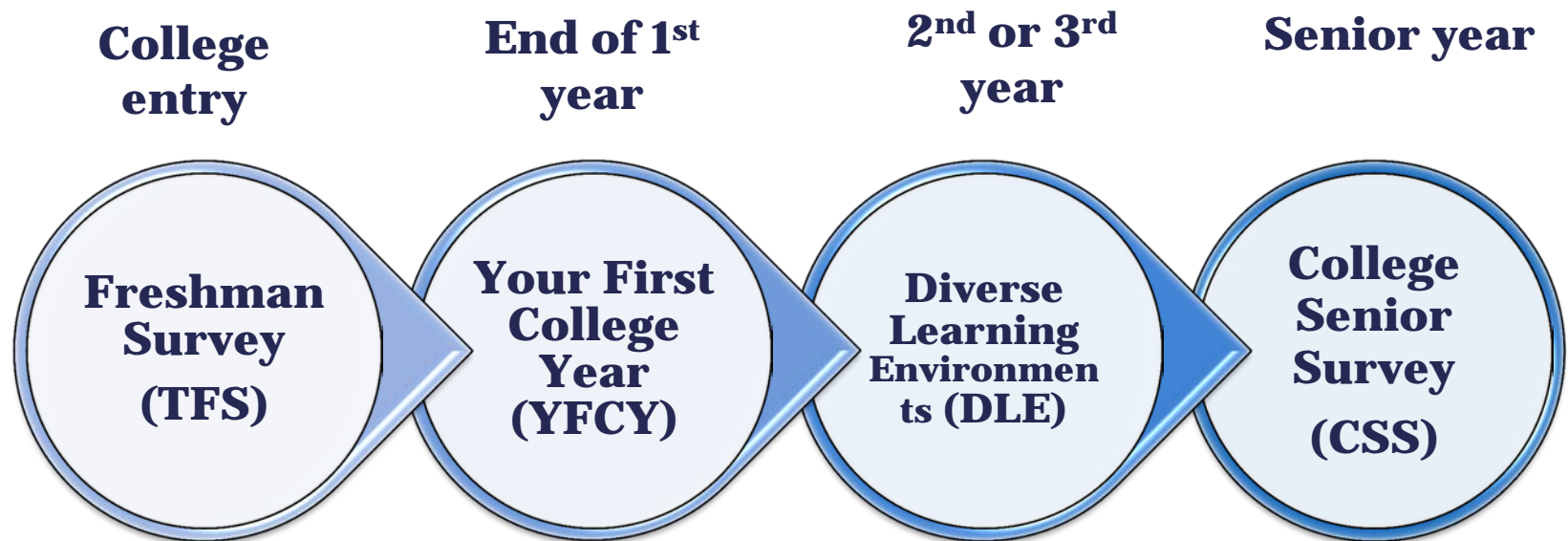


- HHMI
- Helmsley Trust
- National Institutes of Health
- National Science Foundation



- Annual Student Surveys
- Triennial Faculty Survey

# CIRP Student Surveys\*



\*Faculty Survey administered every 3 years



# Conceptualization of Diverse Learning Environments

- Understand the experiences of target populations to diminish inequity and improve experiences
- Need to know more about creating the conditions to optimize engagement and desired diversity outcomes
- Reviewed 90+ previous instruments used to assess diversity and campus climate
- Built on previous models of the environment, multiple contexts of student experience
- Developed a survey that linked climate (perceptions and behaviors) and practices (what institutions do) with student outcomes



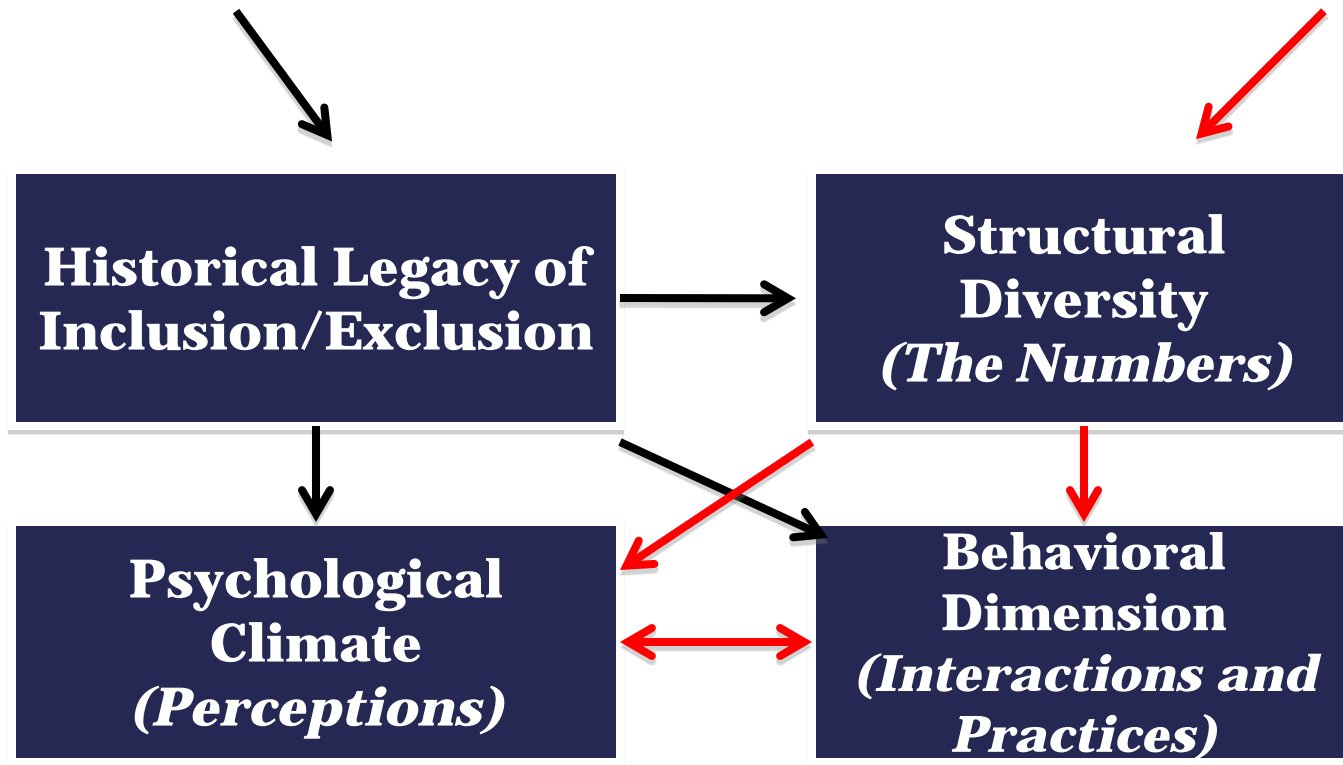
# Diverse Learning Environments Project

- Part of larger mixed methods project
  - Site visits
  - Administration of DLE instrument
  - Advanced research methods and climate assessment training at UCLA
  - Simultaneous development of MMDLE – Multi-Contextual Model for Diverse Learning Environments
  - National Student Clearinghouse data to study retention, combined with TFS data

# Multi-Contextual Model for Diverse Learning Environments

Government/Policy Context

Socio-historical Context





# DLE Instrument

- Integrated assessment of climate, diversity practice, and outcomes
- Inclusive of diverse social identities
- Factors
- Longitudinal, or encourage its use linked with other student data
- Widely available
- Modules targeting specific topics
- New for 2015

# Optional Modules

- Classroom Climate
- Transition to the Major
- Intergroup Relations
- Spirituality (new for 2016)
- Climate for Transfer at 2-Year Institutions
- Climate for Transfer Students at 4-Year Institutions



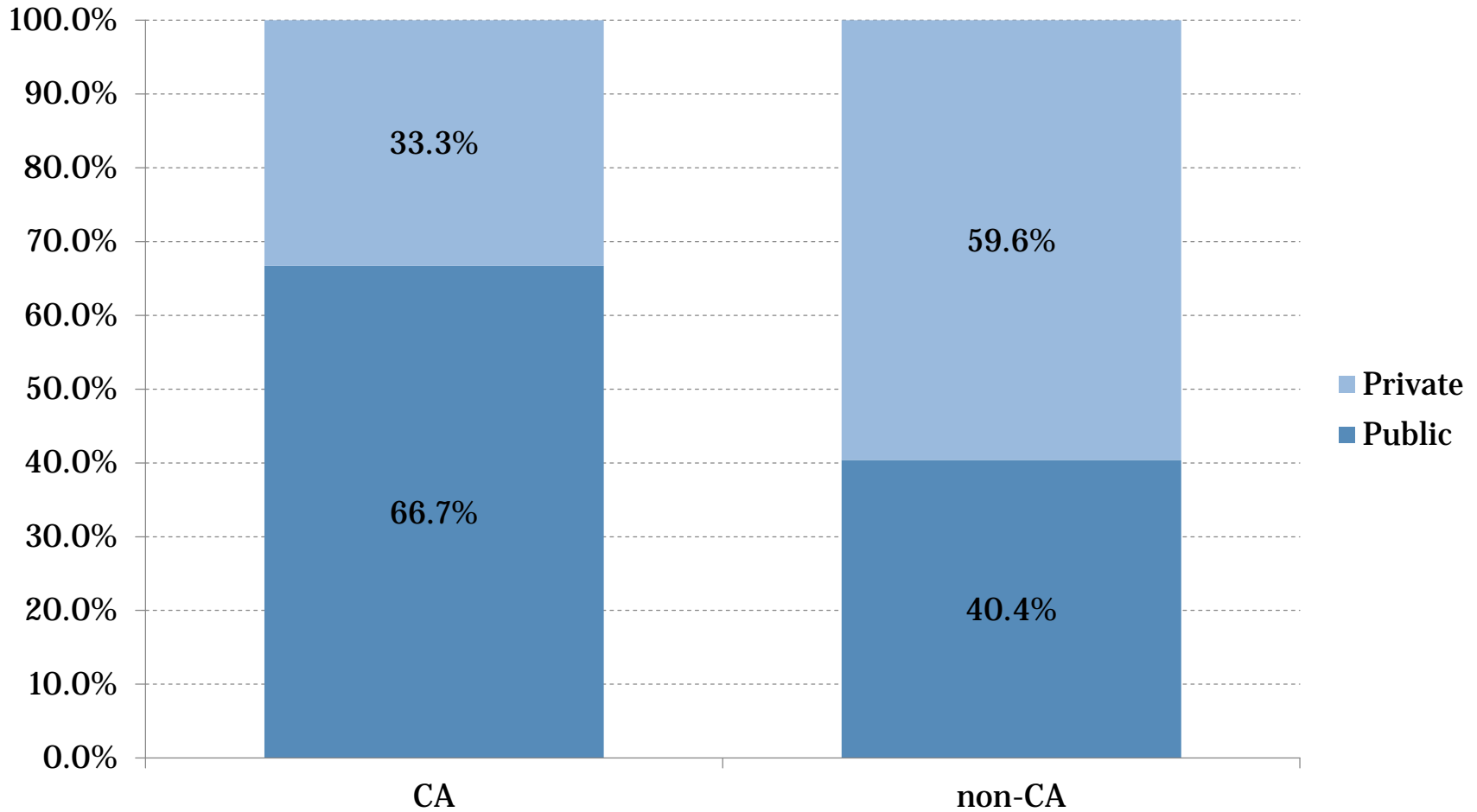
# DLE Instrument: New for 2015

- Addition of limited set of questions addressing “unwanted sexual contact”
  - Follow-ups regarding incapacitation, physical force
  - Disclosure questions
- Agnostic and atheist options for religious preference
- Additional race/ethnicity options
- Reasons for considering dropping out

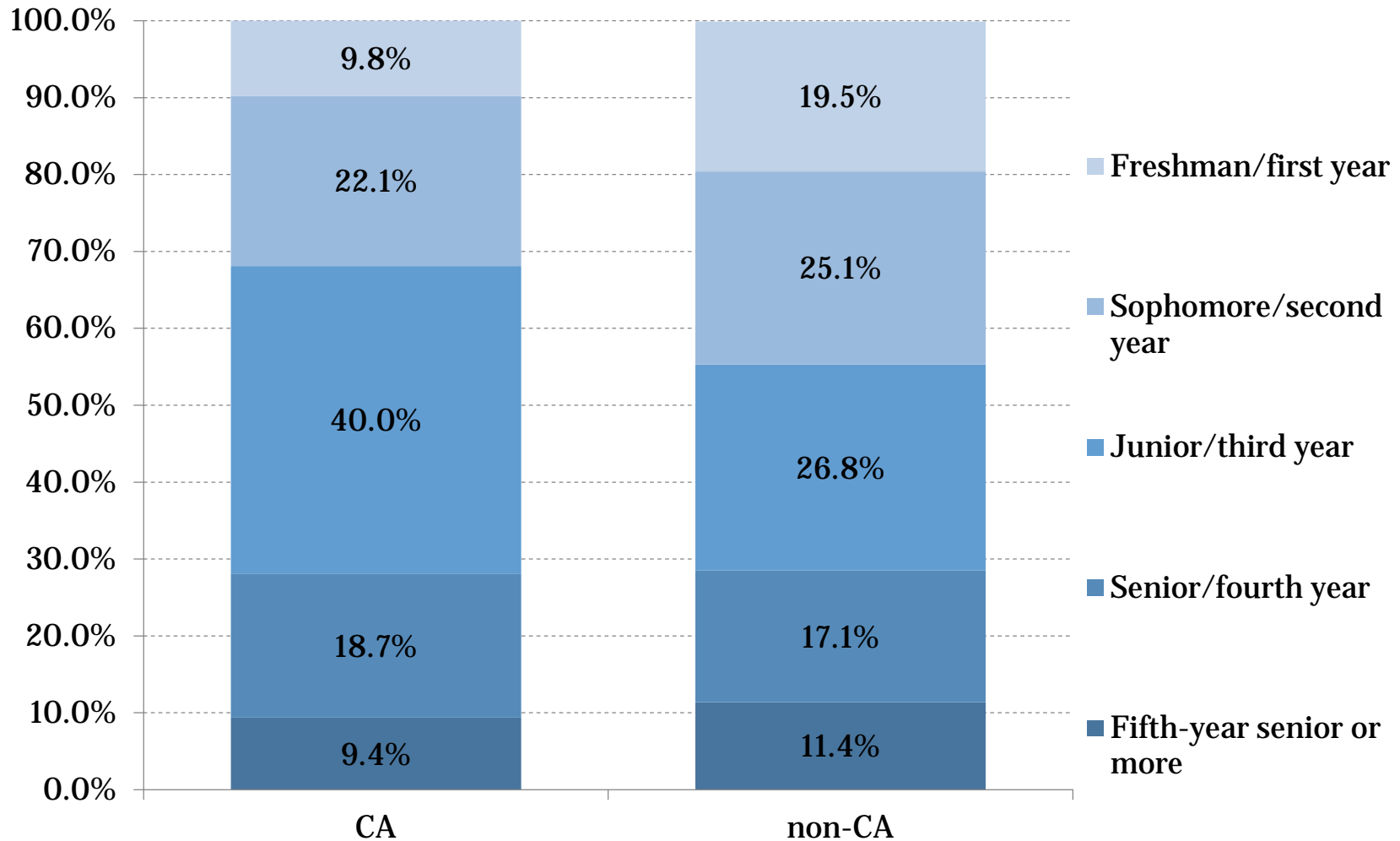
# Methods: Sample & Analysis

- **2015 Diverse Learning Environments Survey**
- **26 institutions**
  - 11 California
  - 15 Non-California
- **19,580 students**
  - 10,210 at California institutions
  - 9,370 at non-California institutions
- **Analysis**
  - Frequencies & Crosstabs
  - Group comparisons

# Institutional Control



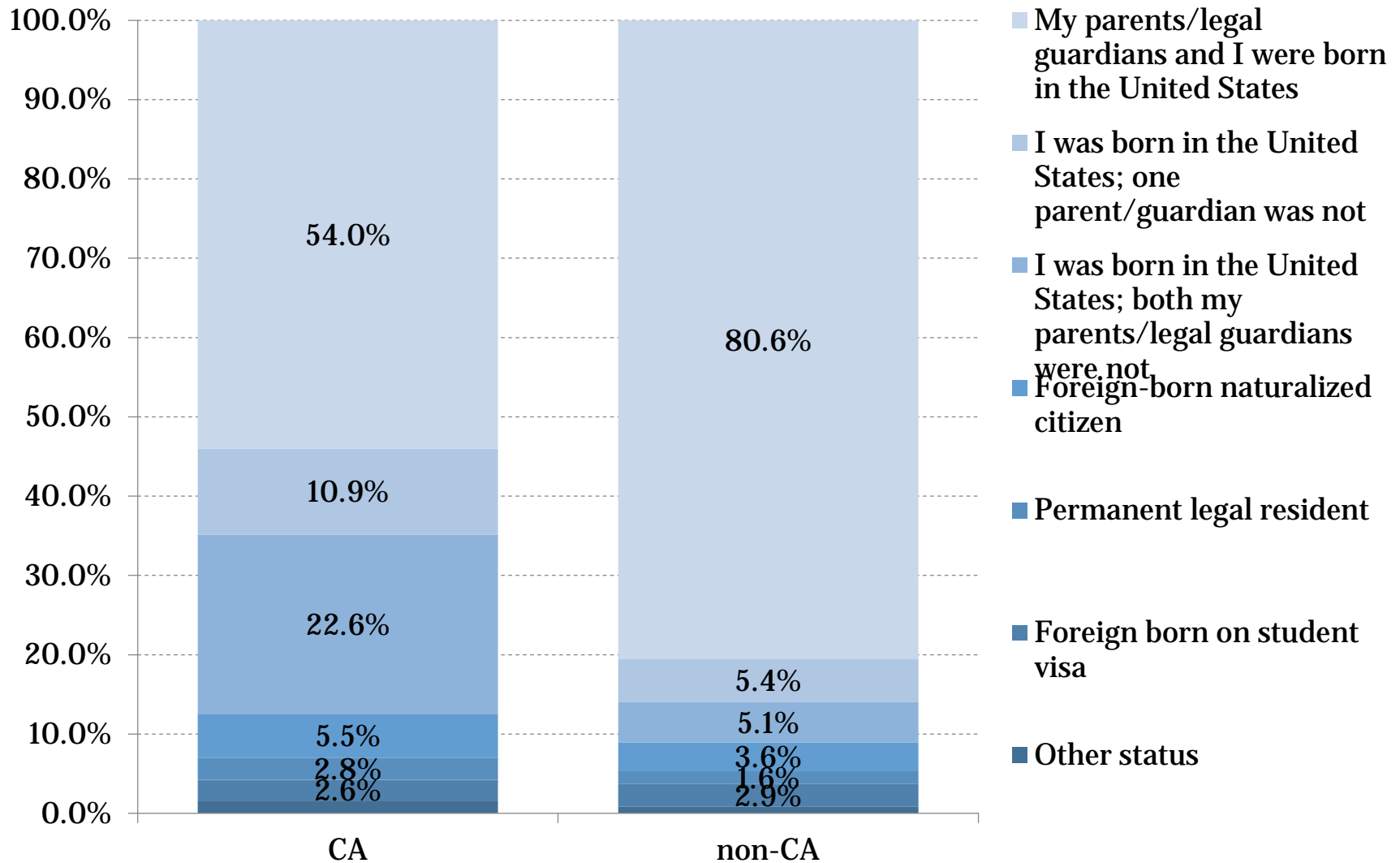
# Class Standing



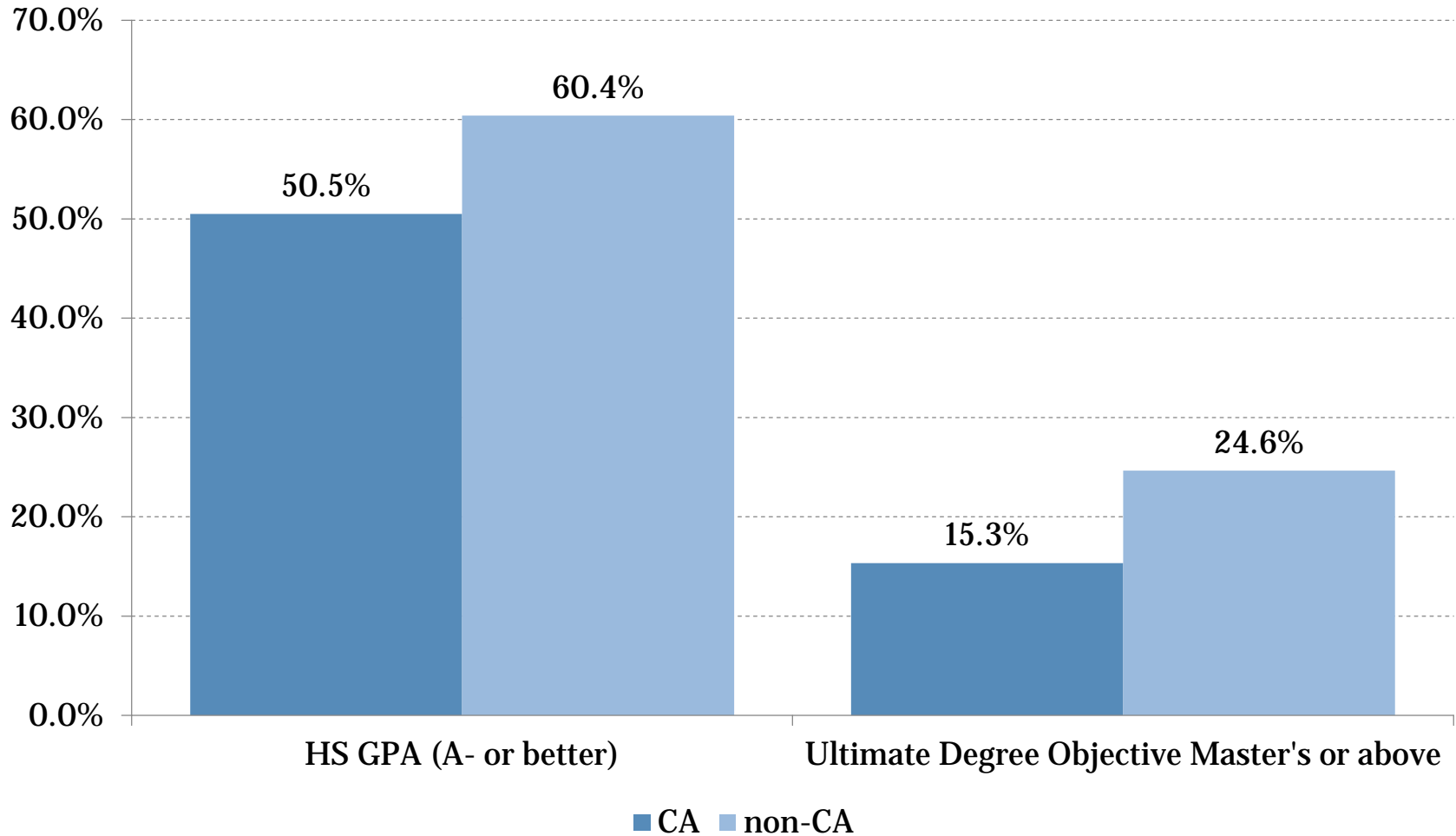
# Demographics

	<b>CA</b>	<b>non-CA</b>
First generation	23.4%	18.0%
American Indian, non-Hispanic	0.1%	0.4%
Asian, non-Hispanic	12.2%	4.3%
Black, non-Hispanic	3.5%	8.2%
Hawaiian, non-Hispanic	0.3%	0.1%
Hispanic	32.4%	7.6%
White, non-Hispanic	34.3%	64.2%
Two or more races, non-Hispanic	7.3%	4.9%
Unknown	9.9%	10.4%
Transfer students	35.5%	23.8%

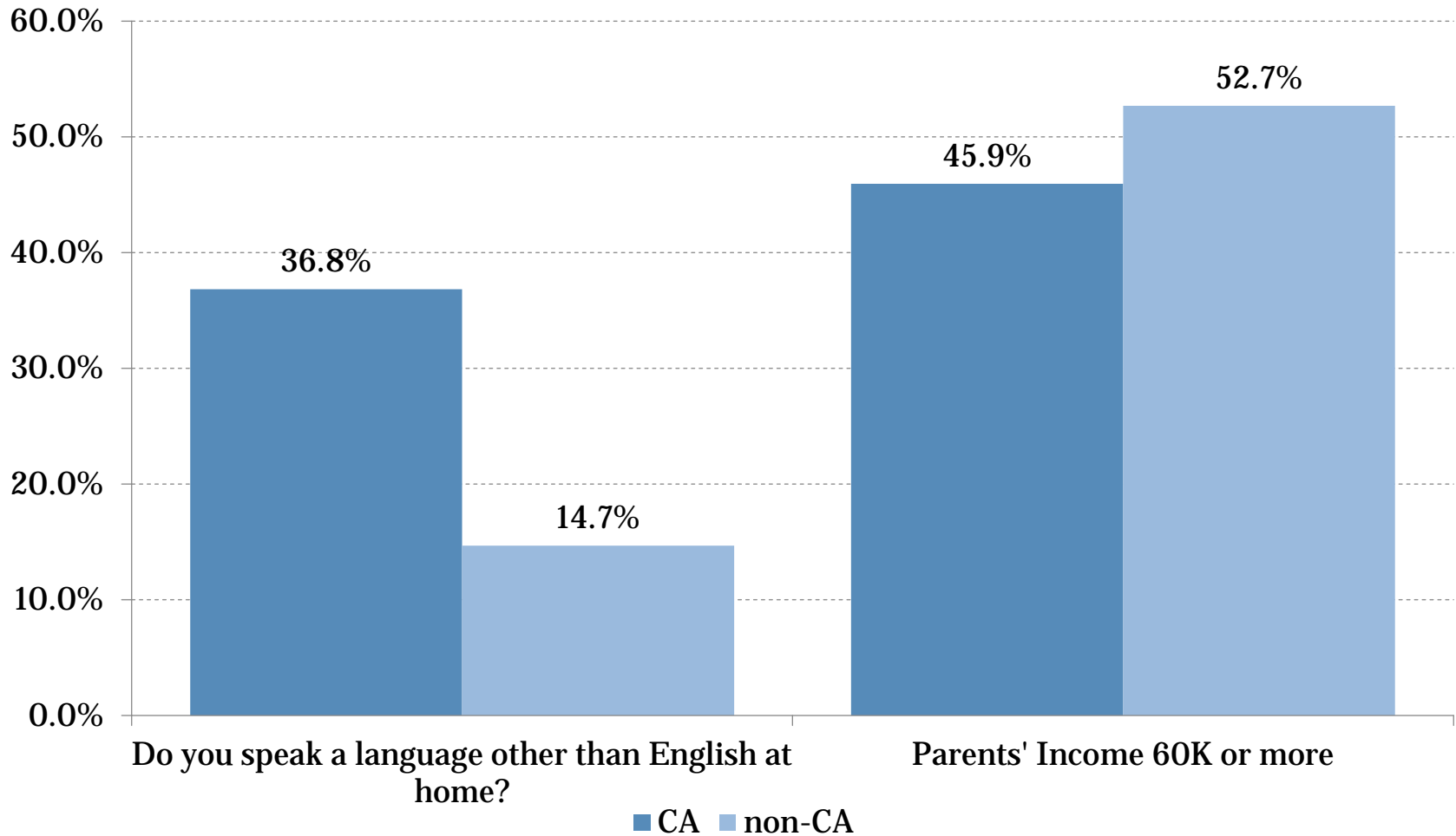
# Citizenship



# Academic Background & Goals

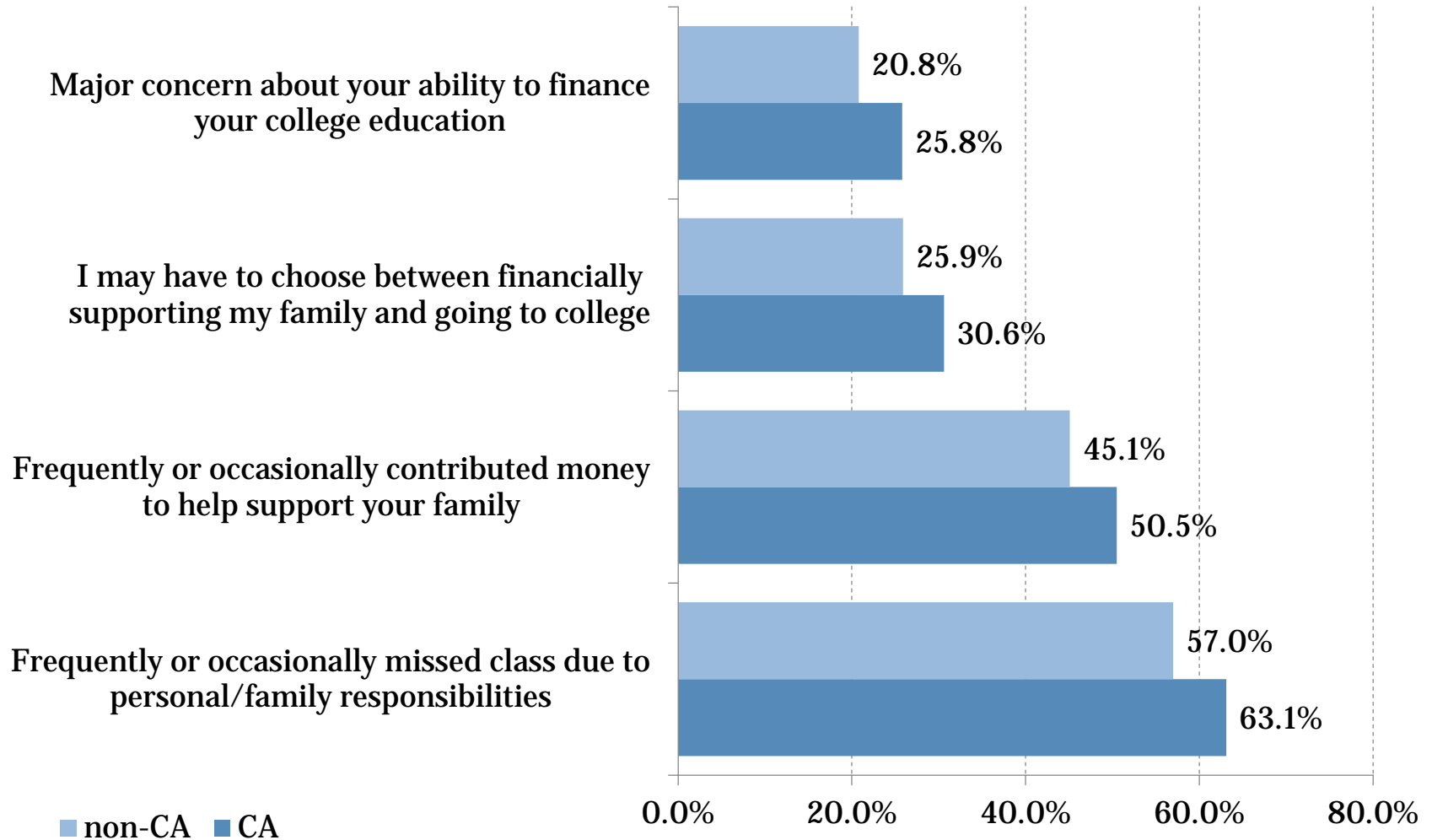


# Background Characteristics

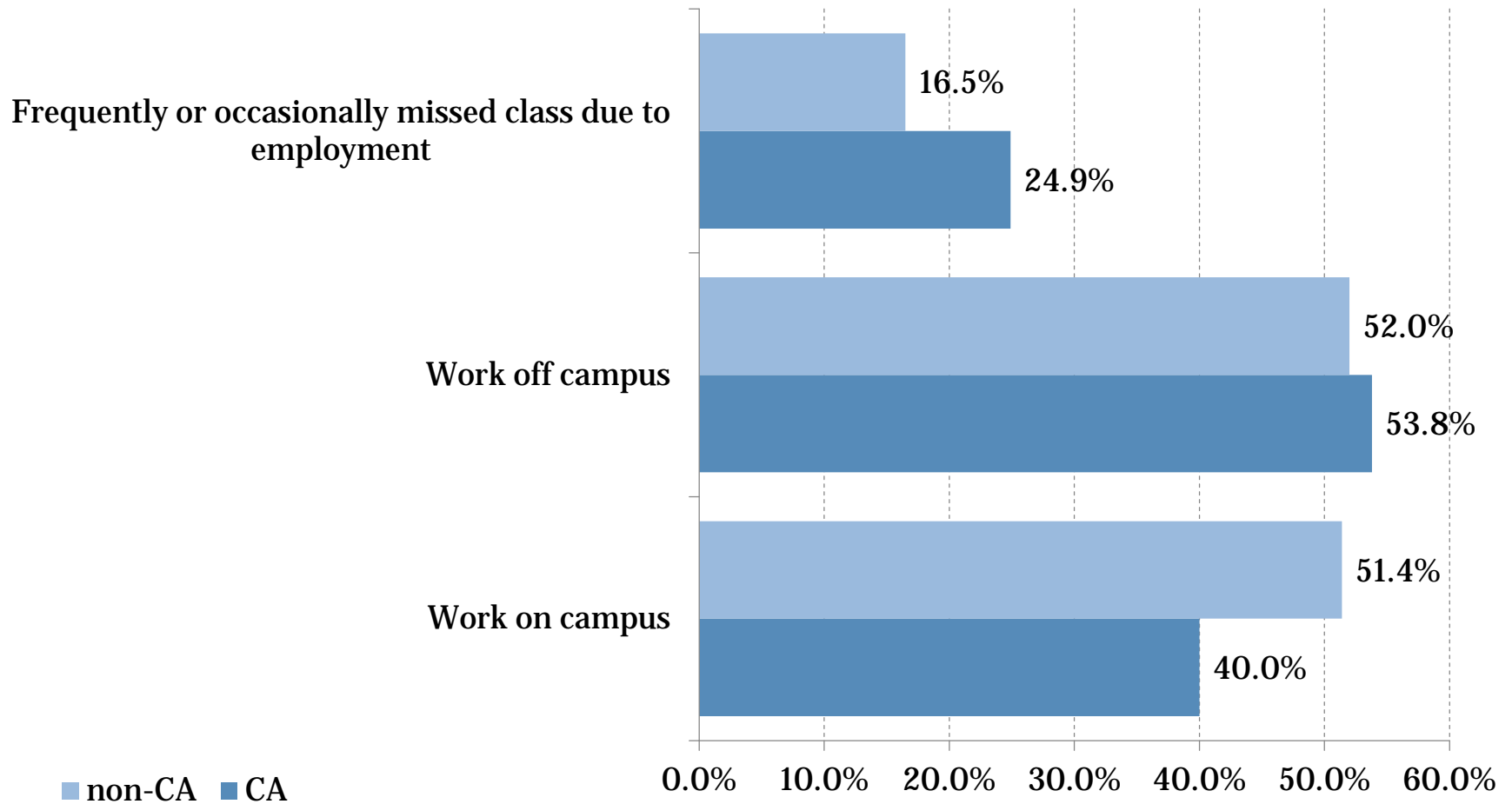




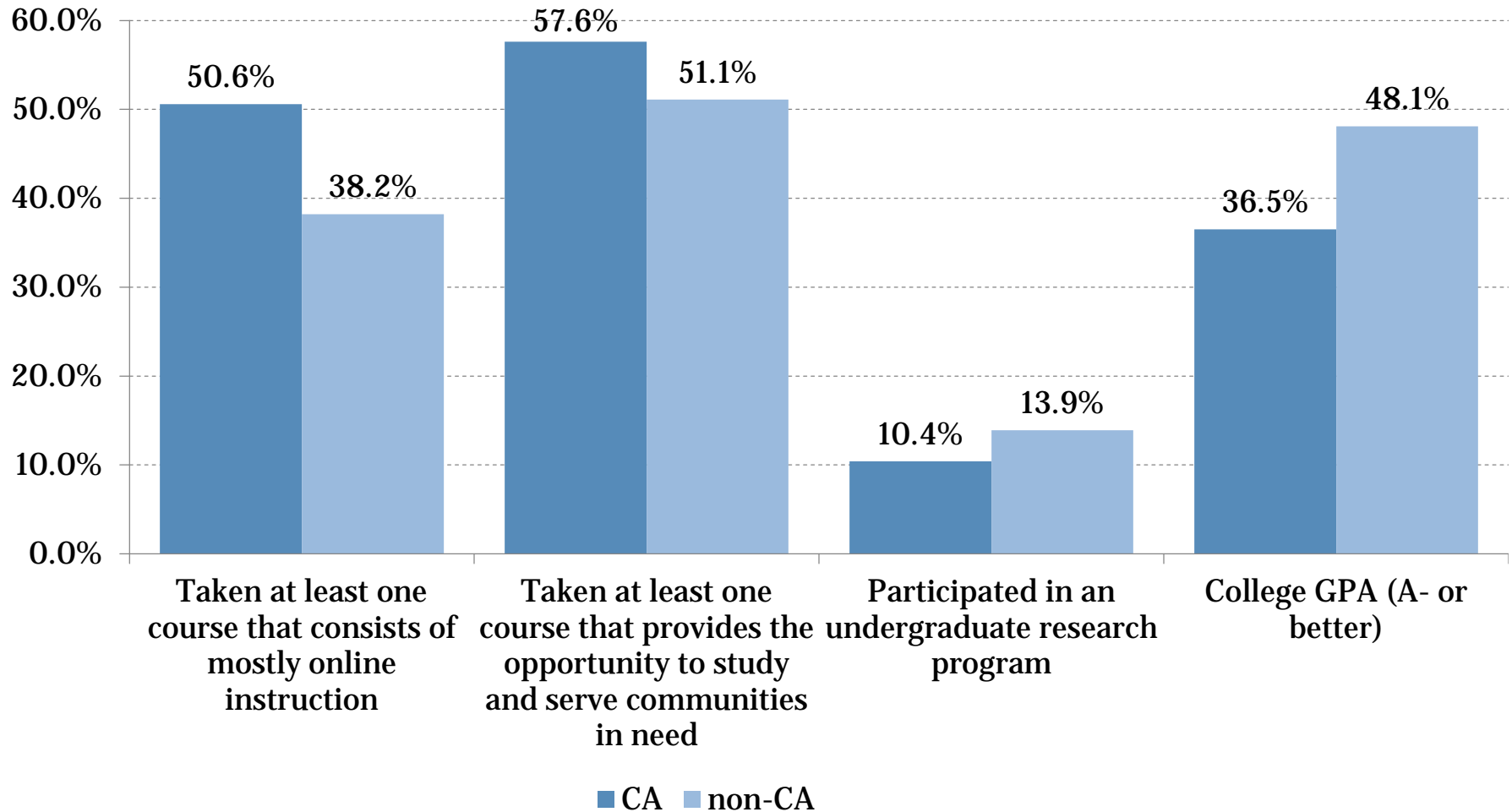
# Financial Concerns



# Employment



# Academic Experiences

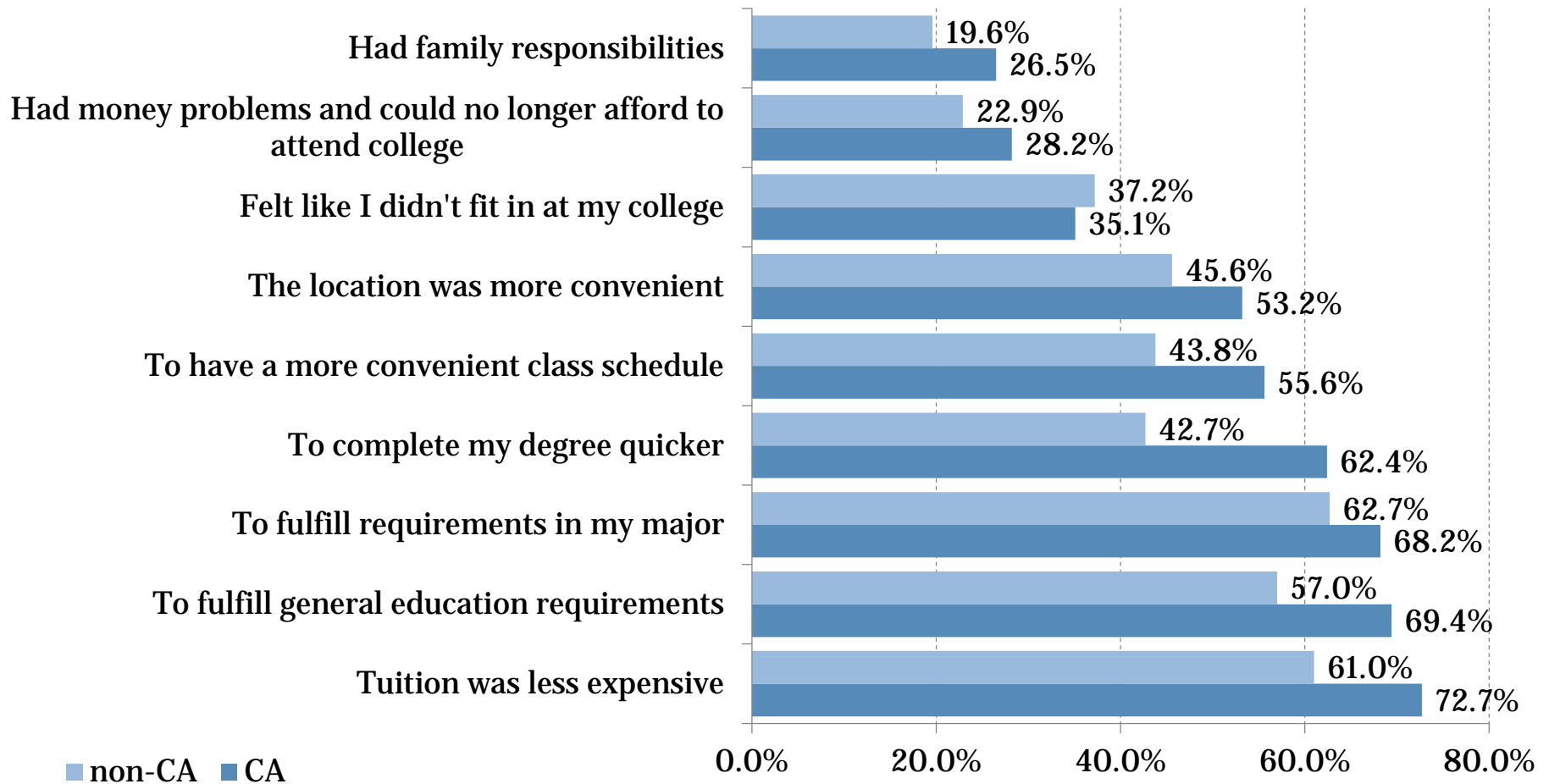


# Student Mobility

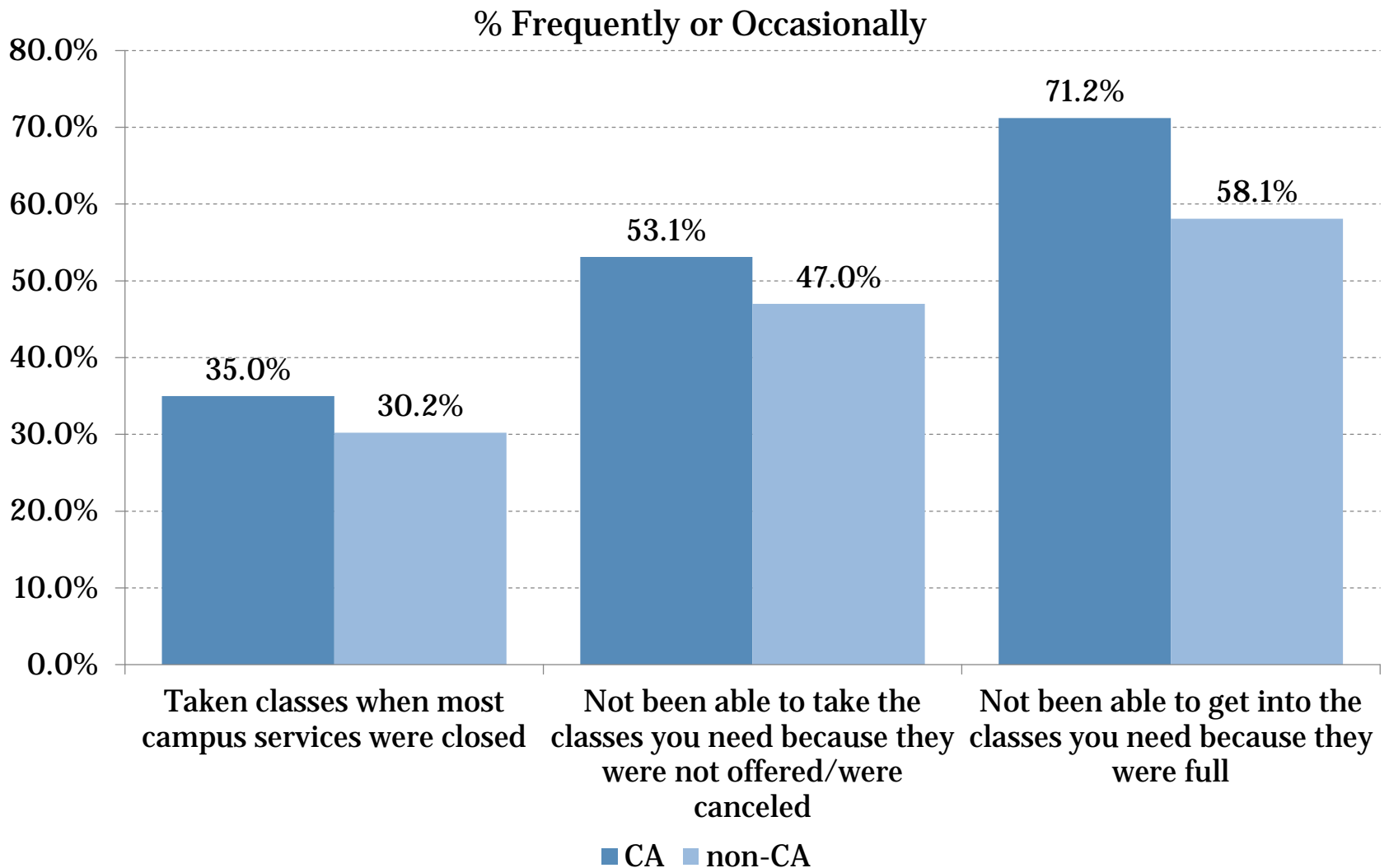
	<b>CA</b>	<b>non-CA</b>
<i>Since entering this college, have you:</i>		
Taken a course from another institution while taking classes here	18.6%	12.0%
Taken a summer course at another college	21.5%	15.8%
<i>Not including this college, have you taken any classes at a:</i>		
2-year or community college	84.2%	63.6%
4-year institution	22.3%	41.4%

# Student Mobility

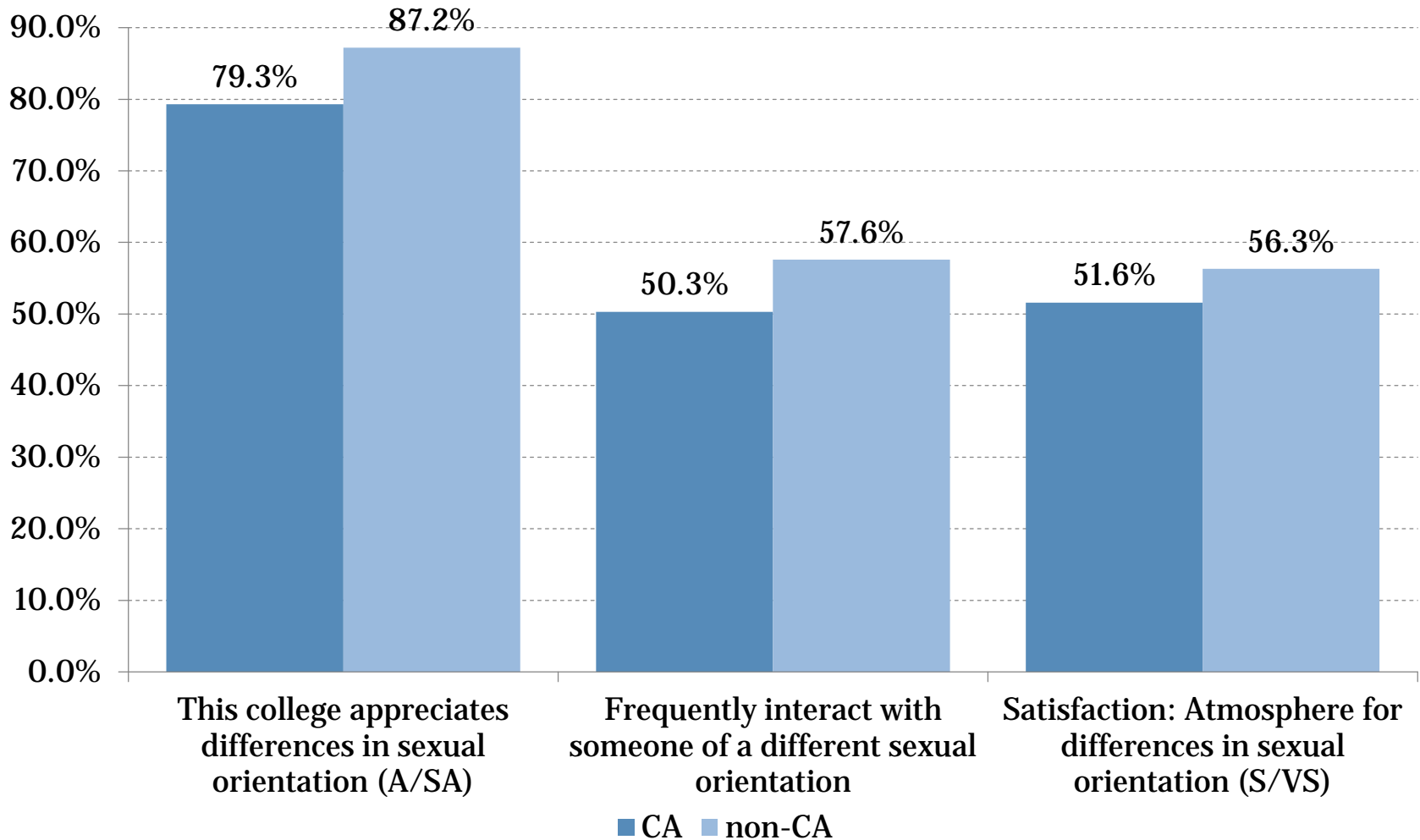
In deciding to take courses at another institution or when considering transferring, how important were each of the following reasons? (% Very important or Essential)



# Institutional Concerns



# Differences in Sexual Orientation



# Students at CA institutions were more likely to:

- Have meaningful and honest discussions about race/ethnic relations outside of class
- Goal: Helping to promote racial understanding
- Make an effort to get to know people from diverse backgrounds
- Have experienced discrimination based on race/ethnicity



# Students at non-CA institutions were more likely to:

- Agree that their campus has a lot of racial tension
- Have experienced discrimination based on gender
- Report unwanted sexual contact



# Future Research

- Further subgroup analyses
- Freshman survey data for longitudinal analysis
- Experiences of transfer students
  
- New for 2016
  - Social identity question added to the core
  - Added distinction between unwanted sexual contact and sexual assault
    - Timing, official complaint, satisfaction with outcome
  - Spirituality module

# Contact Information

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